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ABSTRACT

Designed to assist the parent in providing language learning opportunities to children at home from infancy through first grade, this practically oriented guidebook includes activities for early childhood to develop sensory awareness and to encourage directed play, investigation, and exploration. Exercises are designed to develop physical abilities, to stimulate imagination, and to encourage the child in discovering the world, learning to listen and to see, building language, and developing concepts. For the child in kindergarten there are helps in developing maturity, and for the first grade child a family reading plan is outlined. Also included is a selective bibliography of children's books and magazines and books for parents and teachers. (DF)

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Parents
Are Reading Teachers
Too!

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Dear Parents,

You are your child's first teacher. As your pupil, your child thinks as you think, his work habits are your work habits, and his attitudes your attitudes.

You can help your child to grow in body, mind, and spirit in many ways. Show your child that he is loved and wanted. Be careful to express dislike for a wrong act rather than the child, and explain why th act is wrong. Do not hesitate to show affection. A smile, a hug or just holding his hand can reassure a child of his/her place in your heart.

Know your child. Show willingness to listen when he wants to express himself. Help him to understand his thoughts. Involve him in family conversation. He will learn to listen and wait his turn to speak.

Talking often with your child can provide him with a wide variety of language experiences.

You can help your child to build his self-concept. What a child learns is continued by what he thinks about himself in many ways. A child needs to experience the thrill of success no matter how slight. Let your child know that it is his "own best" that you expect of him. Fulfill all promises and warnings.

Stimulate your child's desire to learn with many experiences. Answer his questions with as much care and consideration as you would expect for your own questions. Avoid sarcasm or belittlement. Children are confused and upset by such responses.

You can work with your child to create the healthy emotional climate that will be most beneficial to his growth and development.

Sincerely,

CONCERNED EDUCATORS

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Philosophy

In spite of the competition from the mass media of today, reading continues to increase in importance in the American way of life. As our society continues to grow in technological discovery, more and more types of reading are required. The role of the reading teacher is magnified as he guides boys and girls in applying techniques of critical evaluation of reading to what is seen and heard on radio and television and what is read from the vast amount of printed books, magazines, and newspapers.

The printed page is many things to many people. Reading a book can be a visit to the moon, a means of discovery and awakening, or a euphoria for unleashed emotions and interests. Reading is essential to the existence of our complex system of social arrangement. It is the means by which the past can be relived, arguments and beliefs can be expressed, forms of government can be understood, and generations can be linked to the history of mankind. Truly, reading is the bond that brings people and places together.

In view of the many values of reading in this technological society, the question of why Johnny can't read is still a concern of education, parents, government, and business. Today, the public concern with reading is reflected in numerous books and magazine articles, television and radio programs,

and more recently in the form of mandated legislation. A profound effort by the educators must be made to determine the abilities of each child and the expectations for that individual as they relate to the child's success in the classroom. The individual differences that exist among children must be further understood among parents, educators, and legislators.

The individual differences among children provide, possibly, the greatest challenge to the classroom teacher.

In consideration of all that is known, it is our attempt to help all to insure that programs are meeting the needs of students.

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EARLY CHILDHOOD

HOW PARENTS CAN HELP

READINESS FOR LEARNING STARTS AT HOME

Your young child deserves all the rich and varied experiences that you can provide to encourage him/her to do what he/she is now old enough to do. These experiences lead naturally in the direction of skill development basic to his success in school.

A child must be able to hear and say words well in order to read words well. He must be able to see likenesses and differences around him before he is able to see them on the printed page. He must be able to listen and follow simple directions. He should have an understanding of concepts such as:

top - bottom

up - down

front - back

left - right

in - out

over - under

He should be able to handle small objects such as pencils, crayons, puzzles, and scissors. He should be able to get along with children and adults. He should have a good feeling about himself, other people, and about learning.

These skills will help your child to be ready to read but there is no certain age for a child to begin reading, just as there is no set time for cutting the first tooth. You can do much in the home to prepare your child for a successful school experience. Without these skills, your child may be "years behind" when he starts to school.

LEARNING THROUGH THE FIVE SENSES

Surround your baby with things which stimulate mental growth and physical coordination such as:

brightly colored objects
mobiles
rattlers
musical crib toys
colorful wall decorations

All sensory experiences (touching, hearing, smelling, tasting and seeing) play an important part in your child's development. Encourage your child to touch, feel, and look at objects of different shapes, sizes, color, and textures.

Make your child aware of different sounds that he hears and encourage him to imitate sounds and words, to babble, to coo, and to say words.

Play is a child's work. In playing with your child, help him to turn over, reach for toys, crawl, pull up and stand. Help your child to discover his fingers and toes by playing games such as "Patty Cake," "This Little Piggy Went to Market," and other games.

PROVIDE YOUR INFANT THE CHANCE TO

INVESTIGATE AND EXPLORE

Give your child the opportunity to explore. The home is the natural setting for developing and exploring language. As parents, you can help your child in the following ways:

...Include the child in family conversation while working, dining, playing, and watching TV. It is important to make your child feel that he is a part of the family.

...Listen to your child when he has something to say. Focus your attention on him. Don't put him off until later. Encourage your child to talk-talk-talk about his experiences and to ask questions. Do not hurry his talking and do not correct his speech while he is expressing an idea.

...Teach your child songs, nursery rhymes, riddles, and word games. These things build a sense of rhythm that can help him repeat and remember.

...Read and tell stories to your child and listen to him re-tell stories.

...Use everyday experiences such as a trip to the grocery to point out words on cans, boxes, and jars. Stop, examine things, and talk about them.

...Make games from materials that are of assorted sizes, shapes and colors - cardboard boxes, spools, buttons, lumber scraps, magazines, and paper bags.

...Give simple directions and see if the child can understand and follow them. Begin with easy directions such as, "John, will you please close the door," then increase the

directions from one step to two and three step directions, such as, "Johnny, close the door, turn out the light, and go to bed."

...Give small responsibilities at home so he feels useful and helpful. Teach him

to pick up toys,

to hang up clothes, and

to empty waste cans.

...Set aside a special place for your child's activities. Have some materials (such as paper, crayons, paste, chalk, paints, coloring books, and blunt scissors) that he will be using when he starts to school.

...Recognize and praise your child's efforts so that he feels good about what he does.

...Ask questions frequently that will help develop your child's ability to put ideas in order, such as, "What sound did you hear first this morning?"

...Develop vocabulary through conversation regarding concepts such as the following:

rough - smooth

large - small

heavy - light

top - bottom

full - empty

...Be careful in choosing television programs for your child. Talk to him about what he has seen. Ask questions as to how, why and when concerning the story.

...Have a regular time to read to your child each day. Talk and ask questions about the story - ask him what he thinks will happen next, have him point to people, objects, and colors in the picture as you read.

...Let the child re-tell the story in his own words.

It is during this special reading time that the child will begin to develop self-confidence and a good attitude toward reading.

Some of the important things that a child will learn from a regular reading time will be that:

- we read from left to right
- stories have beginning, middle and end
- we read from the top of the page to the bottom
- the written symbols on the page have meanings
- the book has a front, back and side
- he should be proud of his books and take care of them.

Reading aloud to your child will help him to hear and recognize the sounds of different words. Discussing pictures during the special reading time will help your child to understand what is being read. Reading aloud to your child will help strengthen his language development.

Note: Reading readiness and reading are developmental steps. Many of the activities that are listed will be suitable for the toddler and kindergarten child as well as for the child in the first grade through the third grade.

PLAY WITH A PURPOSE

Playing games with your child is a good way to help him develop skills and concepts he will need in school. Games and activities can easily be included in daily interaction and conversation at home - while riding in a car - or anytime you have a restless youngster on your hands. Most children are eager to play and to learn.

There is no rule which says parents HAVE to do things with their children, but there are so many ways that you can work with your child. It is not always how much or how little time you can give to your child that is important. What matters most to him is that you want to help him. He will be pleased that you care about what he is doing. He will be glad that you take time to talk about his activities and, better still, play games with him. It is important that you and your child have lots of good times together as you play games.

DEVELOPING PHYSICAL ABILITIES

You can help to provide opportunities that develop your child's ability for using muscles by encouraging him to:

Imitate Animals - Gallop like a horse; hop like a rabbit; fly like a bird; leap like a frog; crawl like a snake; roll like a bear.

Play with Balls - Vary the size of the ball depending upon your children's ability to handle it. ROLL the ball from greater distances as ability increases. BOUNCE the ball

on the floor, to another person, against the wall. THROW the ball to someone without bouncing it. CATCH the ball when it is bounced or when it has been thrown into the air. KICK the ball when it is rolled. Be sure your child learns these words.

Respond to Music - Music allows children to respond by jumping, running, rolling, and tumbling. Rhythm and self-expression through body movement can help to develop individuality. Singing games may also help children develop the vocabulary and rhyming skills necessary for success in beginning reading.

Balance - To develop children's ability to control their bodies, have them walk a chalk line in a driveway or on a sidewalk, a string or yardstick on the floor. Help them learn to go FORWARD, SIDEWAYS, AND BACKWARDS.

DISCOVERING THE WORLD AND STIMULATING IMAGINATION

Different and interesting activities promote meaningful learning. Here are some suggestions for play that require little cost and time.

The Grocery Store - Collect supermarket labels and containers. Let your child use these for identifying products, sorting products into groups, such as fruits or cereals, or matching - if two of a kind are collected.

Dress-Up Box - Collect shoes, hats, dresses, pants, wallets, uniforms, etc. Your children can enter a whole world of make believe as they become fire fighters, doctors, school teachers - whatever they want to become.

The Kitchen Kit - Assemble pans of various sizes, covers for pans, wooden spoons, measuring cups, and dish towels. Your child can pretend to make cookies and pies, wash dishes, attempt to fit pans into each other, covers onto pans, measuring cups into each other.

The Sand or Salt Box Kit - Put sand or salt into a baking pan or box. Your child can trace designs and pictures in the sand; shake the pan to erase and make new pictures.

Radio Shows - Older children can "produce" radio shows with a tin-can microphone or with a tape recorder. The older the children are, the more likely it is that they will be able to write a dramatization of a favorite story as well as perform it.

Dolls or Clay Figures - Children can dress these to represent their favorite story-book characters. Materials for the costumes need not be more elaborate than construction paper or crepe paper. Scrap pieces of cloth, lace, or anything else that will help create the character can be used.

Puppets - These are as much fun to make as they are to operate. A large packing box or a table turned on its side can serve as the stage. Kindergarteners enjoy making small drawings of characters introduced in picture books or story telling sessions and pasting them on pencils or sticks (or straws) to use as puppets.

More elaborate puppets can be made by sticking a ball of clay on the end of a finger and using a handkerchief around the rest of the hand to form the puppet's body.

Another method of making puppets is to give each child a paper bag to fill with crushed newspaper to make a face. Put a stick in the bag and tie the bag at the bottom. Eyes, nose, mouth and other features can be drawn or painted on, or they can be made out of scraps of colored paper, yarn or ribbon and pasted on.

Finger puppets can be made by pasting a head on the front of any cylinder-shaped object which fits the child's finger. These heads may be made of construction paper, cut out from magazines, or drawn on cardboard. Or a paper doll can be pasted on the cylinder.

Rag puppets are excellent for very young children. Cut a piece of fabric about six inches square. Place a wad of material or cotton in the center. Gather the material around the cotton for a head. Place a circle of cardboard on the cotton. Gather the material around it for the neck and secure with a rubber band. Cut two holes in the rest of the cloth for the thumb and middle finger. The index finger goes into the neck and head. These puppets can also be made with newspaper.

Box puppets can be made from empty cereal, rice, cracker or napkin boxes, using paint or construction paper and yarn to make the face.

Paper bag puppets can be made from small paper bags; the bottom creased section can become a mouth that moves when you insert a hand! As with the other home-made puppets, these can be decorated with any type of scrap material, yarn, or construction paper.

LEARNING TO LISTEN

If you can help your child learn to tell the differences between sounds, you have put him on the road to learn to listen. The following "things to do" will sharpen his ability to listen.

The Letter Game - In this game, you say, "I went to the store and bought butter, beans, and bacon" - each time adding a word beginning with the same sound. Each time you play the game, use a different letter of the alphabet as the initial sound. Then have him add more words. Your child can play this game with you or with his friends.

Sound Games - After pasting pictures of single objects on one big card, or poster board, have your child cover the pictures that begin with a certain sound with squares of cardboard or with his hands. You can do the same with words that rhyme, or words that fit into the same category or class - "vegetables" as opposed to "animals."

What Did I Do? - Make a small sound and make a game out of letting your child guess what you did. For example, while he hides his eyes or looks the other way, move a chair, stir something in a bowl with a spoon, close a door, turn on the water faucet, clap your hands.

Nursery Rhymes - Familiarize the child with nursery rhymes. Ask him to listen while you say a part of the rhyme; then ask him to add the word you omitted.

Read Poetry - Reading poetry and nursery rhymes aloud is an excellent way to train a child to listen. Nonsense rhymes and the lilting verse of A. A. Milne appeal to a child's keen sense of humor.

Play Restaurant - This is another listening, memory-strengthening activity that your child will enjoy. You sit at the table and let him play the part of the waiter. Give him your order verbally, and make sure that when he "serves" what you have ordered, he repeats the name of each item. Pictures of food cut from magazines make fine servings - or he can use pebbles from the yard, leaves, and twigs.

Play Word Games - Simple word games and riddles can be played spontaneously, such as, "What is brown, has four legs, wags his tail, and sleeps in the kitchen?" Or fill in the rhyming word: "I like the sea, it's the place for ___."

Put Your Magazines to Work - Your child can learn valuable listening lessons by sitting on your lap or at your side and looking at magazine illustrations. Ask him to point out the objects whose names sound alike - cars, stars, or objects that start with the same sound - milk, man, moon.

Paper Game - Show a piece of paper toweling and a piece of heavy typing paper to the child. Tell him that you will crush one of the sheets and he is to guess which one it is. Use other types of paper or materials in the same way.

Tapping Game - Show a pencil and a fork to the child. He is to guess which one you are using when you tap on the table or on the floor. Use other objects in the same way. You may also use the fork or other object and tap a rhythmic pattern on the table or floor. It should be very simple at first, just two or three taps. Let the child repeat the pattern. Then let him tap and have you repeat what he tapped.

He is to listen to see if you have it right. Show the child a piece of wood and a tin can. Then tap on either one, and he is to tell you which one you tapped. Use other objects.

Buttons and Pennies - Show the child buttons or pennies which you will drop on a hard surface. He is to tell you if you have dropped one, two, or many. Then give the child some buttons or pennies. He is to drop the same number that you have dropped. Show a button and a penny. Drop one and the child is to tell you which one you dropped. Use other objects in the same way.

Echo Game - Call out in any intonation you choose. The child is to repeat it. Then let him make intonations and have him listen to see if you or another child can imitate each sound.

I Am Thinking Of A Word - Any words may be used, but a few suggestions are given here. Make up any story you wish. Be sure the child knows what the word "rhyme" means. Develop word concepts. Do not accept nonsense syllables: (a) I am thinking of a work that rhymes with bake. It is something good to eat. Can you think of some other words that rhyme with bake? (b) I am thinking of a word that rhymes with mouse. We live in it. (c) I am thinking of a word that rhymes with spool. Jerry goes there.

Packing My Bag - Explain the game to the children. You will name as many things as you can that begin with the same sounds as the place you are pretending to visit. Use places familiar to the children, such as towns, cities, etc.,

that he knows. Every time the player gives a correct word, he may have a button for his pile. The one who gets the most buttons wins. Start the game by saying, "I am going to California, I will take a car."

Surprise Box - Place in a box small objects such as miniature toys, buttons, rulers, pencils, shells, marbles, beads. spools, etc. The child reaches into the box and pulls out an object. He names the object then gives another word that begins with the same sound. Continue until all the objects are out of the box. Change the objects in the box from time to time.

Animal Rhyming Game - Explain to the children that each of them will get a chance to pretend to be an animal by moving the way it does and making sounds. Ask them what animals they know about. Each time someone names an animal, ask the children to pretend to be that animal. After they have pretended to be all of the animals they can think of, tell them to pretend to be a cat, dog, hen, goat, and cow if they were not mentioned. (These are good animals for rhyming words.) Then whisper the name of an animal to a child and tell him to pretend to be that animal. When the children guess its name, explain that there are words that sound alike called rhyming words. Tell them that you are going to tell them a rhyming word for that animal. Example: If the animal is cat you might say hat. Have the children repeat cat and hat so that they can hear these words which sound alike.

Naming The Parts Of The Body - Make the game a body parts rhyming game. Whisper the name of a part of a body to a child

and tell him to touch it. The children say the name of the body part. You say a list of words. When they hear a word that rhymes with that body part, they touch it. When they hear a word that doesn't rhyme, they do nothing.

Match The Cards - On one set of 3" x 5" cards, print capital letters. On another set, print small letters. Ask the sound of each letter and ask for words beginning with that sound. Form words with the letters.

LEARNING TO SEE

Your child must also be able to use his eyes well enough to distinguish small differences in the shape, size, position, and color of objects. Any child will be helped to "see" better if you encourage his awareness of differences in the appearance of objects. There are many enjoyable home activities that will accomplish this.

Picture Puzzles - Start with extremely simple puzzles whose pieces are large and easy to fit together. From these you can progress gradually to puzzles with more intricately cut pieces. Puzzle play teaches children to observe small differences in the shapes of things.

Making A Puzzle - Have your child cut out a big picture from a magazine. You mark cutting lines on the back of it with heavy crayon. The child can cut the pieces and reassemble them.

Blocks - Sets of blocks include many different shapes - squares, circles, crescents, triangles. Ask your child to

bring you one of each shape, or to divide up the blocks so that all those of the same shape are together. Ask him to show you the biggest blocks, the next biggest, and the smallest.

Fun With Pictures - Here again magazines will be helpful, especially the old ones that you have finished reading. With a pair of scissors, a child can cut out all the dogs he can find, all the "pretty mamas", all the nice babies, etc. Help him make his own scrapbook. Look at the pictures with him and talk to him about them. "What is the lady doing?" "Let's see if you can find a lady in a blue dress." "Is the dog wearing a collar?" As he looks for answers to such questions, he is learning to see details in the pictures and learning to focus his eyes on small differences.

BUILDING LANGUAGE

These activities are designed to develop and expand your child's "working vocabulary" and language experiences. Your child's grasp of the spoken language will affect, in a large measure, his ability to grasp the written word.

Encourage Conversation On Your Child's Toy Telephone - When he mumbles, you can say, "Speak more clearly, sir." "We seem to have a bad connection." Let him call his friends on the real telephone. A toy microphone will give him opportunities to improve his pronunciation as he plays "announcer" and gives you "news" and "weather reports."

Play The "Continued Story" Game - Start the story with a sentence and let your child carry on from there. You can

stop in mid-sentence and let him finish. For example, "There was once a brown dog running along a country road and all of a sudden, he barked at a _____." At this point, you stop and wait for him to finish the sentence you have begun.

Ask Your Child To Tell You A Story - After you have read to your child, or told him a story, ask him to tell you one. If he can't think of anything to say, ask him to repeat his favorite nursery rhyme. Start him off with a word or a line of the rhyme, if he seems hesitant to start.

Talk About Animal Homes - You can start off with "learning about where fish live." If you can find pictures of fish in water, let the children look at them. A trip to an aquarium to look at fish would be exciting. Talk about where other animals live - birds in nests, earthworms under the ground, bears in caves.

Set Aside Time For Reading Each Day!!!! - Read slowly enough for good expression, appropriate pauses and excitement. Stop to discuss the story. Ask questions such as "Why do you think that happened?" "What do you think will happen next?" Let your child ask questions and answer them. Let the child read with you. Decide on an important phrase in the story; let your child say that phrase whenever it occurs. Your pause will provide the needed clue: "Not I" (from the Little Red Hen) or "The sky is falling," (from Chicken Little). Have them join in chants and rhymes that are repeated in a story

DEVELOPING CONCEPTS

There are many ways in which a parent can help to develop concepts in the home and in daily conversation. Here are just a few suggestions.

Practicing First, Middle, and Last - Your child needs to learn what first, middle and last mean and where objects are in a picture or set of pictures; he needs to know where letters are in a word and where words are in a sentence. These simple games give him the opportunity to use these words: (a) Ask your child to tell you what he did at school "today," saying you want to know what he did first, then what he did in the middle of the morning, and what he did last. This game can be played in referring to what other members of the family usually do each day; what everyone does on Saturdays and Sundays, etc. (b) Talk about people's names (starting with your child's) and how most of us have a first, middle, and last name. (c) Slowly place three different objects (such as a spoon, pencil, clothespin) in a row on a table. Have your child state which you put down first, which in the middle, and which last.

Looking For Differences Between Circles And Squares - Help your child find round and square things around the house, such as buttons, doorknobs, jars, jar lids, windowpanes, baking pans, clocks, the TV set, etc. Talk with your child about things he knows about which are circles or squares, such as the sun, balls, wheels, plates, postage stamps, pictures, and pockets.

Using In And Out - Give your child a box or drawer with a few things inside. Have him take out or put something in as you tell him to. To make the game more fun, try to trick him by changing the order in which you tell him or tell him very quickly. Ask him to tell you what he is doing each time, as "I put the string in the box." If you can find a box big enough for him to crawl into, he can put himself in and out too!

Using Next To - Play a game with your child by saying, "I see your milk glass on the table. What is next to it?" Have your child ask you the same kind of question. Continue with other questions. Another activity is to have your child help you set the table for meals. Use every chance you can to tell him to put one thing next to another, or ask him to tell you what things are next to one another. Find several small things around the house such as a button, hairpin, bottle, cap, etc., and play a "Put It Next To" game. First, tell your child, "Put the hairpin next to the bottle cap"; "Put the button next to the hairpin."

Identifying Colors - As one of the easiest color games, start with one color (preferably red) and ask your child to point to everything red he sees in the room, in the contents of his bureau drawers, on the clothes he is wearing, in a magazine picture, on the grocery shelf, and so forth. You can then go to the colors, blue and yellow. The other colors can be added after he is good at recognizing the primary colors. You might want to have him find things that are green, orange, white or black.

You can cut different shapes (such as big and little circles, squares, triangles, and rectangles) from colored paper, cardboard, or material. Ask you child to match those that are the same color.

Start a "color chart" of what your child wears each day. Block the days of the week into squares on a large piece of paper. Using a large calendar is a good idea. Each day he can draw and crayon in the color of his socks, shirt, slacks or jeans. For girls, include hair ribbons.

Sorting Into Groups - Here is something you can do with your child which will be very helpful to him later on. Talk about things that go together in groups, such as animals, listing all those that are pets, farm or wild animals; tools including the different kinds we use at home for preparing food, cleaning, sewing, gardening, repairing, eating; clothing, what babies, children, teenagers, and grown-ups wear.

Comparing Big and Little - Compare the size of your child's hands and feet with yours and other children's. You might even trace the hands and feet on wrapping or shelf paper, fitting them under the headings big and little. If you have pets, trace their paws, too. Look at pictures in papers, magazines, books, or the family photo album and have your child point to all big people, animals, or objects first, then all of the little ones.

Feeling Hot And Cold - Talk about the different cold and hot things we eat and drink. Have the child feel hot things, such as a hot water heater, pavement on a hot day,

steaming food. Next, have him feel cold things, such as ice, food just out of the refrigerator, the windowpane on a cold night. Talk over with him how differently he feels when he is cold or cool, and when he is hot or warm, and what he does to keep comfortable.

Learning Left and Right - Tie a string on your child's left thumb. As he walks about, ask him to tell when he turns left, or what he sees at his left hand. Look at a picture book, magazine, or newspaper with your child and have him tell about what he sees on the left page or left side of the page.

Reading Yes And No - Make a large chart of things your child has to do regularly every day: brush teeth, wash hands, comb hair, make bed, and feed pet. Next, cut out squares of strong paper or cardboard and print yes on some, no on the others. Several times a day, have him pin or tack a yes or no square by each task on his chart to indicate whether or not he has done it yet. Not only will he learn to use the printed words yes and no correctly in this game, but he may also end up doing what he is supposed to do without having to be reminded or nagged so much by you!

NOTE: Games for developing concepts were taken from: Dear Parents, Help Your Child to Read, by Ellen DeFranco and Evelyn Pickart (American Book Company, New York, 1972). You may want to refer to this book for "other things to do" with your child.

HOW PARENTS CAN HELP THE KINDERGARTEN CHILD

Your kindergarten child is ready for learning, for thinking, for playing, for working, and for investigation of the world around him. Our job is neither to push nor to tow him, but to give him rich and varied experiences which encourage him to do what he is old enough to do now. These experiences lead naturally in the direction of the skills which are basic to success in first grade.

HELPS IN DEVELOPING MATURITY

Encourage physical development by:

- Practicing good health habits.
- Seeing that your child eats a good breakfast or lunch before coming to school.
- Allowing plenty of time so that he will not have to leave home in a rush.
- Providing plenty of undisturbed sleep.
- Providing comfortable, washable clothes for school.
- Helping him to understand and practice safety habits.
- Providing opportunities for experiences involving digging, splashing, pounding, carrying, climbing, running, jumping, and hammering.

Hand-eye coordination:

- Providing experience in using scissors (special scissors for left-handed child)
- Providing large sheets of paper (advertising section of newspaper) for drawing.
- Providing large crayons (1/2 inch), large pencils, large paint brushes (1/2 inch and 1 inch).

- Encouraging creative art through the use of clay, mud, dough, paint, crayons, wood, finger paints.

Encourage Language and Mental Development by:

- Letting him TALK, TALK, TALK!
  Do not hurry his talking and do not correct his speech while he is expressing an idea.

- LISTENING to him (Focus your attention on him.)

- Answering your child's questions; tell him the true names of things (If you don't know, find the answer together.)

- Reading to him--short stories, poetry, picture books, Mother Goose Rhymes (let him retell the stories to you.)

- Singing to him and teaching him many little songs.

- Giving him trips and experiences galore to enlarge his informational background (Plan them with your child and discuss them afterward.)

- Giving him opportunities to wander and discover (A vacant lot or a country road is a place to observe, explore, to stop and listen.)

- Giving him plenty of opportunities to make choices (Allow and accept his mistakes.)

- Giving him the opportunity and the time to solve his own problems through experimenting, organizing, reasoning, choosing, evaluating.

- Providing him with simple science experiences; planting seeds, collecting and sorting shells, rocks, insects; cutting cookie dough, baking cookies, making cocoa, making popcorn.

- Giving him responsibilities suited to his level of development (Work with him at first.) Helping with household duties--dusting, care of toys, setting the table, caring for pets.

Encourage Social-Emotional Development by:

- Giving praise for what he can do (Individual recognition is a basic human need.)

- Consulting him when appropriate.

- Helping him to accept certain limitations (He can be persuaded that within the framework of your guidance and control, he still has a great deal of freedom.)

- Respecting his worthwhile contributions (A decision or plan he has helped make is more acceptable to him.)

- Respecting his right to privacy and a place for his things.

- Setting the stage for success--success breeds success. (Just a little help at the right moment makes the next try more promising.)

- Shielding him from excessive pressures (Set your standards within his reach--always consider his individual development.)

- Encouraging him to complete one task before beginning another.

- Encouraging him to consider the ideas, opinions, and rights (personal and property) of both his elders and his peers.

- Seeing that he has an opportunity to play with other children at his home.

- Showing interest when he brings home work from school (Ask him to tell you about it.)

- Having a place to display his pictures (Be lavish with praise.)

- Sending him to school happy and contented.

The suggestions listed are a few possible ways in which parents can encourage and strengthen the growth and development of their child, and supplement the learnings of the kindergarten program.

Parents are teachers, too, and we share with each other the privilege, responsibility, and joy of helping children develop. We must accept each child's individuality, his

personal and social potential and his own rate of development, realizing that each child has special offerings and special needs which must be carefully considered if he is to reach his potential.

Kindergarten is a laboratory where parents, child, and teacher work and learn together. Working together brings maximum benefits for your child in education.

SCHOOL DAYS - BEGINNING FIRST GRADE

Beginning first grade is a great day in your child's life. The efforts you have directed toward preparing him for success in school may now begin to bring results. The activities you have provided for your child should prepare him/her to:

...follow simple directions

...pay attention long enough to do simple classroom assignments

...answer questions about a simple story

...tell a story from a picture

...respond to a series of pictures displayed in class

...change from one activity to another without becoming upset

...accept directions from adults

...work or play without constant supervision

...follow regular classroom routines

...avoid interrupting others unnecessarily

Children who pay attention are usually those to whom attention has been paid. However, some children may be unable to listen for different periods of time because of a lack of maturity or a lag in physical development. Each child is different. Not all children reach the readiness stage at the same time, even though parents have carefully "paid attention" and have tried to provide for all stages of their child's development.

Children imitate what they see. If they see you reading for pleasure, they will probably do likewise. It is important

that the child's early home environment be one where parents read and encourage reading for pleasure and information.

FAMILY READING - A PLEASANT PLACE TO READ

The more a person reads, the better reader he/she will become. Here are some suggestions for getting children to read at home:

...Set up a "Reading Nook or Corner" - a place where your family can enjoy reading. This may be in a bedroom, living room, den or kitchen where cushions, rockers, soft chairs, carpeting and good lights make reading a pleasure. Have good reading materials where children will be tempted to read. Make reading convenient by having materials available everywhere in the home.

...Set aside a place where each family member can leave special messages, written materials, notes, and clippings. This helps families to keep in touch, and it encourages formal reading.

...Read to and with your family. Encourage different kinds of reading:

- news articles of interest to the family
- advertisements
- magazine articles of interest
- poetry
- share bits of information from letters
- choral - (group reading)
- directions for cooking and playing games

...Visit the library with your child. Help him to develop his own library at home. Get a shelf, box, or crate and encourage your child to collect his own reading material. Books are excellent gifts and make delightful surprises.

...Reading is not a form of punishment. Don't take the fun out of reading by overdoing questions, especially when a child is tired. Patience, encouragement and positive reinforcement help a child to build good reading skills. Don't laugh at his mistakes or yell at him when he makes an error.

...Learning to read takes energy. Good health is essential to good learning. Keep your child well and rested.

The most important thing in your child's success in reading is your LOVE and SUPPORT.

A FINAL WORD

The suggestions in this book are offered as activities you can do at home with your child. The selection is broad; you can pick and choose; but don't overload your child by doing everything mentioned! Pick out what seems most needed or important for your child, and emphasize that. Remember - the learning process should be creative, pleasant, and most important; conducted at a rate which your child can manage.

It must be pointed out that even if a parent did manage to incorporate all these activities during the child's at-home learning process, doing so carries no guarantee that the child will not have some difficulties in school. A child's rate of maturation is not something that can be dramatically speeded up. Although skills can be sharpened, and "shaped," your child will learn to process information, to read, to learn, only when he is ready and able to do so. Age in years and months relates generally to readiness for each developmental step, but some children who are entirely "normal," but not "average," have a personal calendar of growth and development very different from others.

Some factors the parent should consider: delayed development of speech and/or hearing; indications of visual difficulties; unusual difficulties of coordination or ordinary "motor" functioning; delayed reactions, lack of reaction, or inappropriate reaction to normal environmental stimuli - people, sounds, and other happenings. Consult the Public Health Unit, or a pediatrician, if you feel that there may be

a problem with your child's overall development.

Each child - even within the same family - is unique in his development and his responses to the world around him.

Always remember - the most important thing you can do as a parent is to let your child know that you LOVE him/her.

Bibliography

CHILDREN'S BOOKS AND MAGAZINES

Your school and the public libraries have practically unlimited resources for suggestions and bibliographies for good reading for all ages, levels, and interests. Parents interested in the world of children's books may want to review or purchase the following publications:

Children's Books Too Good To Miss. Arbuthnot, May Hill and others. New York: University Press Book Service. 1971. $2.95.

Parent's Guide to Children's Reading. Nancy Larrick. Doubleday, 1969. $5.95. Pocket Books, 95 cents.

The Horn Book Magazine. 585 Boylston Street, Boston, 02116. $12.00 per year for six issues.

Bulletin of the Center for Children's Books. The University of Chicago Press, $7.00 per year.

The following listing of magazines is a selected listing of the kinds of magazines that your child may enjoy receiving in the mail. There are many others.

FOR YOUNG CHILDREN

Children's Digest. Published by Parents' Institute of Parents' Magazine, 52 Vanderbilt venue, New York 17. $4.00. 5-12 years.

Highlights for Children. (Combined with Treasure Trails) Published at 37 East Long Street, Columbus. 30 issues (3 years), $15.00. Ages 2-12.

Junior Scholastic. Scholastic Magazines, Inc., 50 West 44th Street, New York 36, New York.

FOR THE OLDER CHILD

Literary Calvacade. Scholastic Magazines, Inc., 50 West 44th Street, New York, New York.

Senior Scholastic. Scholastic Magazines, Inc., 50 West 44th Street, New York, New York.

Reader's Digest. Special Edition with 16 page insert of reading exercises based on the reading material. Reader's Digest Association, Inc., Pleasantville, New York.

FOR PARENTS - TEACHERS

DeFranco, Ellen and Pickarts, Evelyn. Dear Parents, Help Your Child to Read. American Book Company, New York. 1972.

Faucheaux, Sister Mary Estelle. Reading, Parents Must Help. Our Lady of Holy Cross College. New Orleans, Louisiana. 1975.

Hillerich, Robert L. Fifty Ways to Raise Bookworms. Houghton Mifflin Company. Boston, Mass. 1976.

Suchor, Floyd. Recreational Reading For School and Home. Brigham Young University. 1976.